

Faculty Portfolios

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Resolved...

- ✓ Teaching Portfolios are valuable tools for academics
- ✓ Teaching Portfolios are NOT valuable tools for academics

What is a Teaching Portfolio?

- ✓ Collection of materials that document teaching performance
- ✓ Most *significant* teaching contributions
- ✓ Broad range of teaching skills, abilities, attitudes, and values

Background...

- ✓ Collection documenting performance
 - Improve teaching
 - Most significant teaching accomplishments
- ✓ Opportunity to reflect
- ✓ Active learning
- ✓ May be used for P&T decisions

Background...

- ✓ Response to critics
- ✓ Response to legislators...
- ✓ Review, examine, & support the responsibility of the educational community
 - Professorial complaints of little evidence
- ✓ Accountability

Background

✓ Source

- Art, Photography, Architecture
- **Step 1)** Choosing your theme --like a well written book, should have some unifying theme. This theme can be conceptual or it can be technical.



Background

- ✓ **Step 2)** Choosing the “photos”

WHY...?

- Gather and present evidence of specific data to P & T
- Structure for self-reflection
- Materials for grant applications/sabbaticals
- Foster environment of teaching practices as the norm

WHY?

- Apply for teaching awards
- Documentation for job search
- Evidence for post-tenure review
- Share examples with junior faculty
- Provide written legacy within the department

Empowers professors

- ✓ Allows individual faculty
 1. to document complexity and individuality of good teaching
 2. define how they want to develop teaching skills

Teaching as institutional priority

“The portfolio begins the process of improvement by engaging in the scholarship of teaching, a strategy of critical inquiry...as a starting point for better teaching all around.”

---Zubizarreta, 1995---

Creative tension ...

- ✓ Is the portfolio for the individual or the institution?
- ✓ Types evolving
 - The “best” work
 - Explanation, more “inclusive”

Creating Faculty Portfolios...

✓ Context

- Institutional
- Departmental

✓ Steps

- Planning
 - Purpose
 - Audience



Creating Faculty Portfolios...

✓ Step 1

- Planning
 - Evidence expected?

✓ Step 2

- Summarize Teaching responsibilities
 - Sets the framework

Creating Faculty Portfolios...

✓ Step 3

- Describe Your Approach to Teaching
 - Teaching philosophy
 - Aims?
 - Action reflect aims
 - Evidence
 - Application of pedagogy or andragogy

Creating Faculty Portfolios...

✓ Step 3

- Describe Your Approach to Teaching
 - How your methods have changed in response to changes in content, students, curriculum?
 - Role in fostering critical thinking and facilitating lifelong skills?
 - How do you make decision about content, resources, methods?

Creating Faculty Portfolios...

✓ Step 3

- Describe Your Approach to Teaching
 - How to decided when/whether to use active learning?
 - Student vs teacher centered learning?
 - What instructional methods have you developed?
 - What innovations have you designed?

Creating Faculty Portfolios...

✓ Step 4

– Select Items for Portfolio

- Choice should reflect personal preferences, style of teaching, academic discipline
- Purpose of portfolio

Creating Faculty Portfolios...

- Step 5

- Statements are prepared for each category

- Guiding questions

- » Do you have a variety of measure of your teaching effectiveness?
 - » Have you taken part in self improvement?
 - » Date and topics?
 - » Course/clerkship Syllabi
 - » Documentation for all claims made?

Creating Faculty Portfolios...

- Step 6

- Arrange item in order
- Provide explanation for why changes were made

- Step 7

- Compile supporting data
 - Ex. Letters from colleagues. Student eval's, peer assessments, sample of student work, etc

Creating Faculty Portfolios...

- Step 8
 - House the Portfolio

Components.....

- Materials

- Self

- Philosophy of teaching
 - Statement of responsibilities
 - Instructional innovations
 - Curricular revisions
 - Course materials developed....
 - And....

Components.....

- Materials

- Others

- Student eval's
 - Peer eval's
 - Honors for teaching
 - Statements from colleagues who have reviewed your materials
 - Invitations from outside agencies to teach or present a paper at a conference on teaching
 - Statements from other schools regarding the quality of your students....and....

Components.....

- Products of Teaching/Student learning
 - Students scores
 - Student lab books
 - Graded papers
 - Student presentations/publications
 - Evidence of influence on student career choice

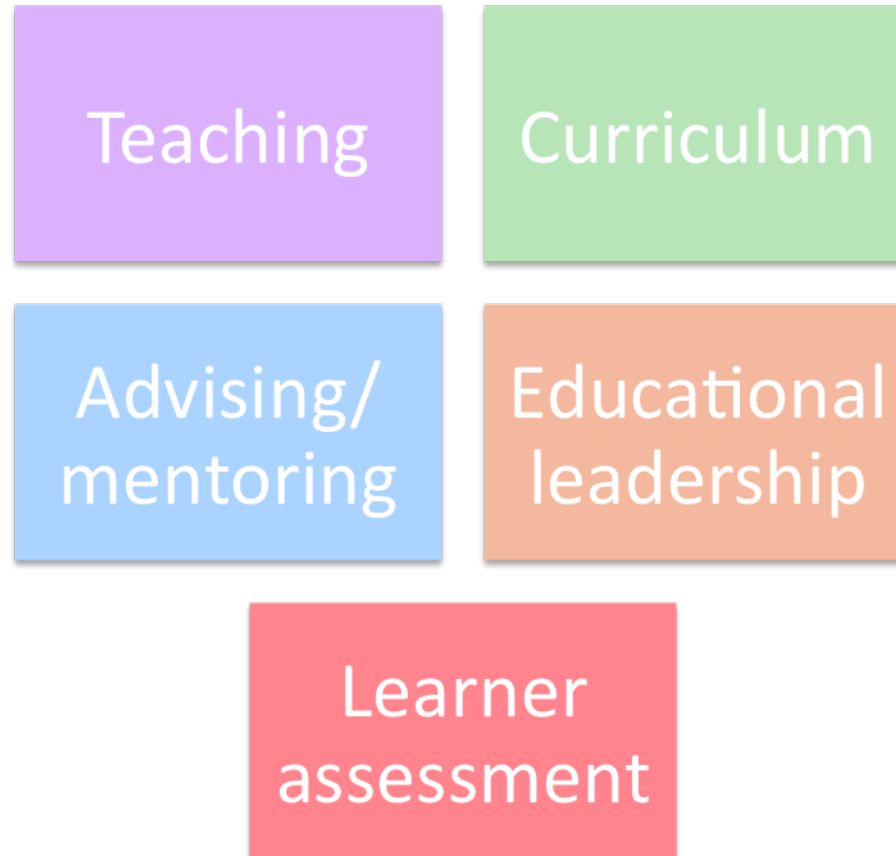
Components.....

- Other Products
 - Description of technology use
 - Self evaluation
 - Publication on teaching within discipline
 - Chair's evaluation
 - Performance review

Components.....

- 2006 Consensus conference on Educational Scholarship
 - Deans, P&T committee members, Chairs, Faculty and AAMC leaders
 - 5 categories
 - Model for documentation Q²Engage
 - » Quality
 - » Quantity
 - » Evidence
 - Portfolios parallel P&T document

Components.....



Simpson, et.al., (2007) Medical Education, 41: 1002-1009

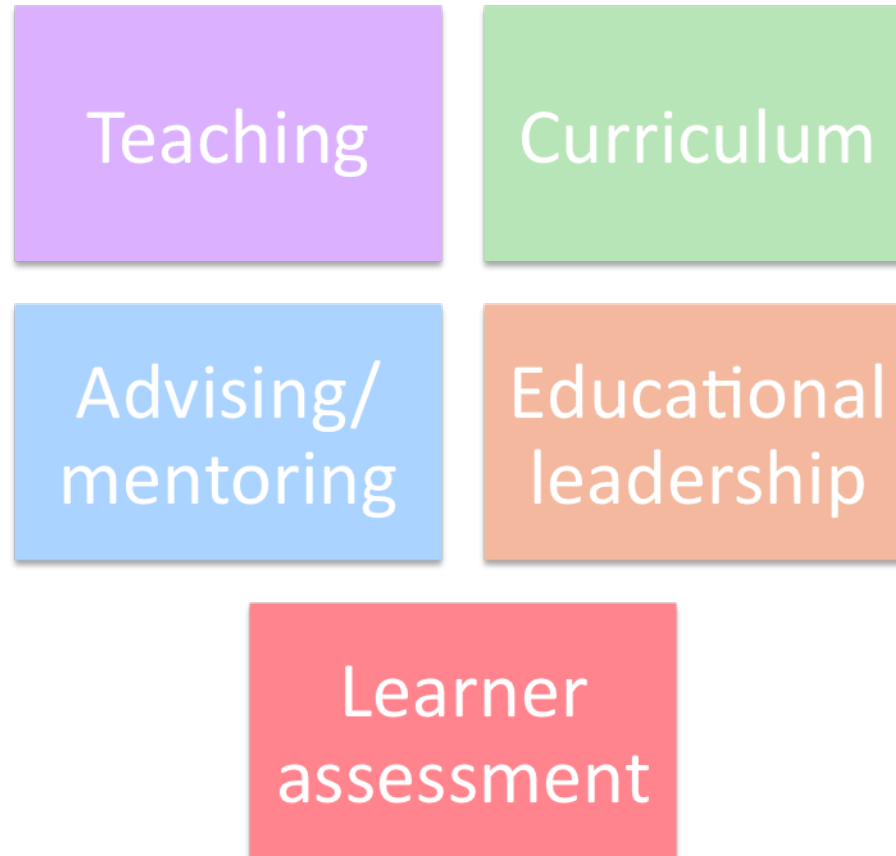
State of the Portfolio

- The Advancement of Teaching—
Building the Teaching Commons
 - Community of Educators
 - Focus on Scholarship of teaching
 - Helps to frame a faculty member's education activities using principles of scholarship
 - Supports Faculty under “Mission Crisis”

Current Status

- ✓ 1990---5 schools
- ✓ 2003---76 school

Components.....



Simpson, et.al., (2007) Medical Education, 41: 1002-1009

Q²Engage

- ✓ Quantity--descriptive information regarding types and frequency of education activities/roles
- ✓ Quality—evidence of effectiveness and excellence

Group Think....

- ✓ How could we use Portfolios at USU?
 - P&T
 - Build a common language
 - Build a interdisciplinary commons
 - Stimulate reflection and conversation about teaching...

